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FOLLOW-ON TRAINING SLIDE/TAPE PREPARATION GUIDE,(U)
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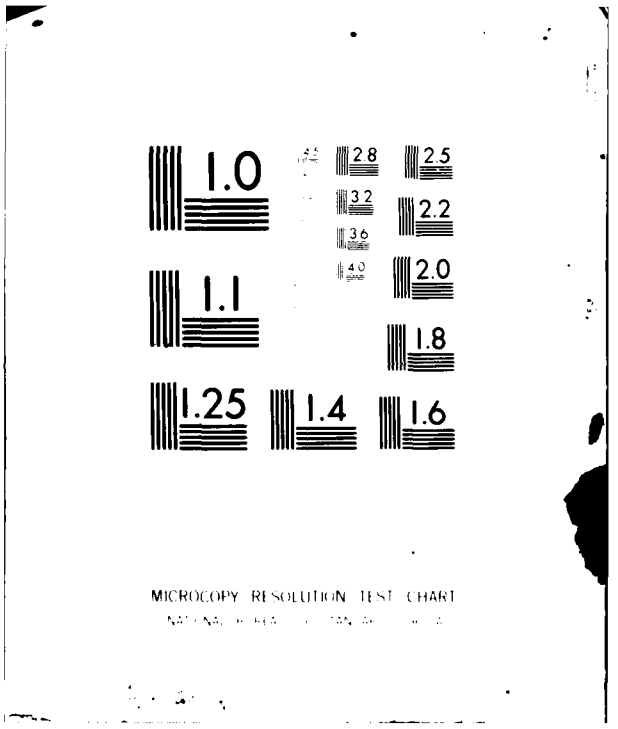
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AWS/TN-80/002

FOLLOW-ON TRAINING SLIDE/TAPE PREPARATION GUIDE

AUGUST 1980

AIR WEATHER SERVICE (MAC)
Scott AFB, Illinois 62225

REVIEW AND APPROVAL STATEMENT

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

This Tech Note outlines the procedures for the preparation of Air Weather Service Follow-On Training slide/tape programs. In addition to giving guidance on visual aid and script preparation, the lead and end slide format and sequence are prescribed.

FOLLOW-ON TRAINING SLIDE/TAPE PREPARATION GUIDE

Introduction.

This Tech Note standardizes the slide/tape format and gives guidance on script and visual aid preparation for Air Weather Service Follow-On Training (FOT) programs. The AWS FOT program formally began in January 1979 with the Air Weather Service Regulation 50-5, "Follow-On Training Program," as the prescribing directive. The driving force behind the FOT program is the need to supplement ATC's formal training and to assist in the OJT program. The goal is to build a library of high quality FOT programs which are continuously available to weather personnel and will withstand the element of time.

The slide/tape instruction method was chosen as the optimum medium with professional quality seminars essential to the success and effectiveness of the FOT program. The standards set forth in this Tech Note are the minimum for a quality product and will standardize the elements of the FOT program. Following these guidelines will enhance the timely production of these much needed training aids.

Basic Checklist.

There are eight basic sequential steps in preparing an FOT program once AWS/DOT has approved the endeavor.

1. Analyze the purpose and audience.
2. Conduct research as needed.
    a. Request literature search from the Air Weather Service Technical Library at USAFETAC.
    b. Review NWS Tech Notes and other publications.
    c. Gather case study material.
3. Prepare outline.
    a. Submit outline to AWS/DNTM. This is to prevent overlap between similar programs.
    b. Limit scope so that subject matter can be properly covered in 20 minutes.
4. Draft initial seminar including graphics.
5. Revise/edit.
6. Do internal review.
    a. Try out on field units during TCV and ensure the purpose is met.
    b. Send to AWS/DNTM for informal review if desired.
7. Finalize.
8. Send to AWS/DNTM:
    a. One copy of double-spaced script.
    b. Two sets of 35mm slides.
    c. A cassette recording of program (optional).

Visual Aid.

The visual aid is an important segment of the program since 90 percent of learning comes from seeing. The slides become the main focal points of an FOT program.

The visual material is most often a one-shot, one-way communication, demanding a high level of communicative skill. The design must fulfill general and specific conditions. This means that the

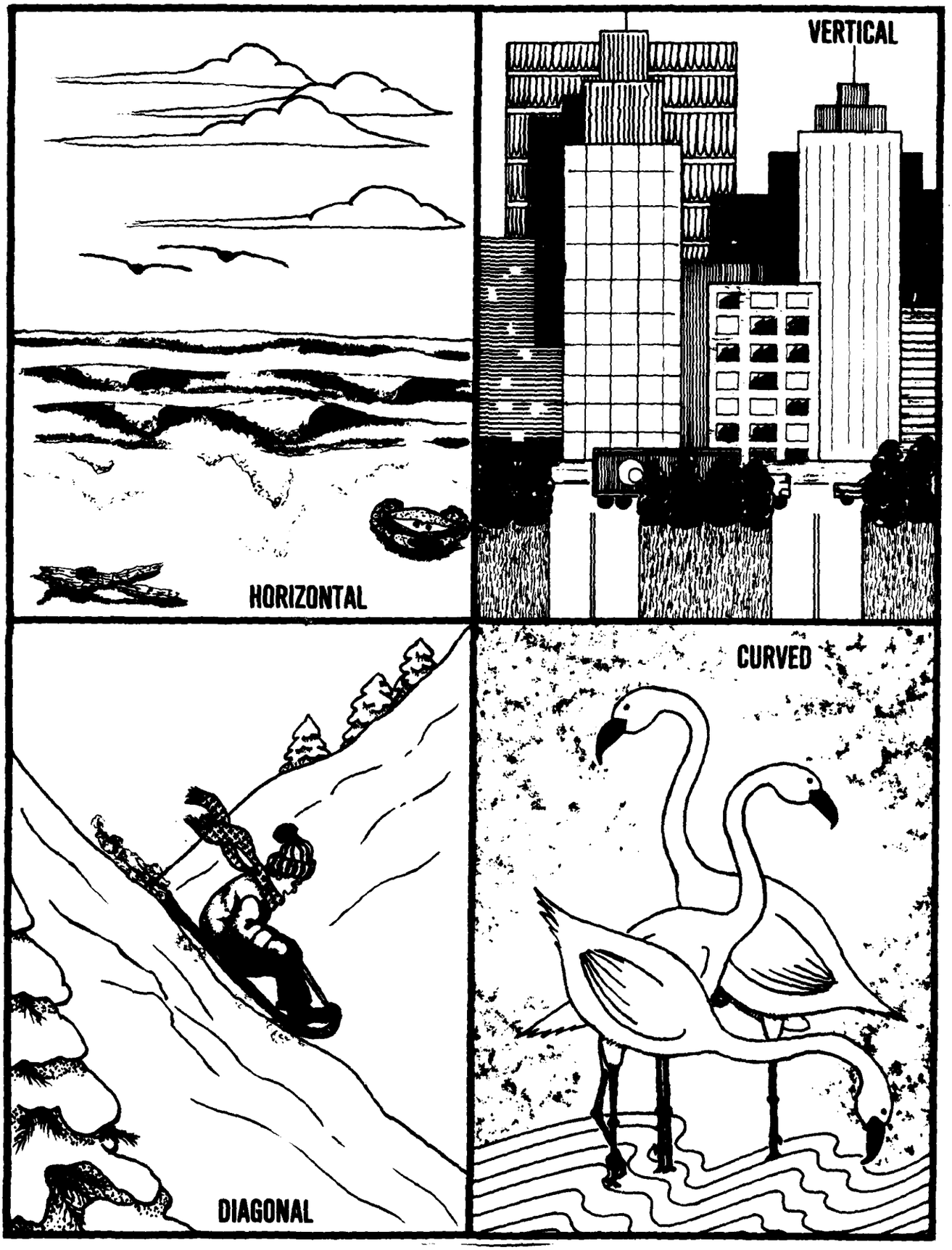

Fig 1. Examples of layout orientations for visual aids.

content design must be:

1. Comprehensive in regards to the information conveyed.

2. Of good visual composition.

3. Readable.

4. Free of extraneous data.

5. Smooth flowing, continuous, and varied to maintain interest.

6. Aimed to meet the particular learning need.

7. Structured to the education level of the student.

Insure that the object is adequately covered. This may require several slides on a particular subject. Otherwise, the learner may be subjected to a highly interpretive translation. Every slide should have one definite point of interest to which the viewer's eyes are drawn. If the picture does not attract attention to a particular area, the viewer's eyes wander throughout the scene and his attention is not focused upon the main object. Where there are numerous objects, arrange them so that attention is directed to one definite area.

A great aid in the creation of a mood or idea in a picture is to know the meaning of layout orientations. There are four main forms: (1) horizontal, (2) vertical, (3) diagonal, and (4) curve (Fig 1). The horizontal line renders a feeling of peace and quiet. The vertical line suggests height, strength, or power. The diagonal line implies motion, force, or action. The curved line implies grace or charm. Color also can be used to amplify a mood or accent a particular point. Figure 2 is a chart giving the meaning of different colors.

Color		Mood/Implication
Red	-	Angry/cheerful/great/vibrant
Blue	-	Cool/conservative
Green	-	Calm
Yellow	-	Intelligent/sunny/happy
Brown	-	Sincere

Fig 2. Mood/Implication of various colors

Additional Points. Visual aids must meet the following before they will be approved by AWS/DNTM:

1. The visual aid must agree with the script.

2. No reference to local or wing publications. These local documents may not be available to all users and can make the slide obsolete when publications change.

3. The same general headliner style should be used throughout the program. Do not distract the student by changing format. It should not be a lesson on how many ways to do headliner. Use pictorial depiction where effective. Characters help give the slides some personality and help create interest.

4. The following standardized FOT program slide sequence will be used. Examples of slides are in Appendix A.

   a. Slide 1 AWS and preparing unit logo (Fig A-1). AWS/DNTM will provide this slide.

   b. Slide 2 Title slide. Do not include a wing seminar number (Fig A-2).

   c. Slide 3 Overview (Fig A-3).

d. Slides 4 to N-2 Keep similar style throughout program. Headliner, cartoon characters, and highlighting should not vary once style is established (Fig A-4).

e. Slide N-1 Wrap-up (Fig A-5).

f. Slide N AWS Logo (Fig A-6). AWS/DNTM will provide this slide.

Note: N equals total number of slides.

Script Preparation.

A great deal of planning is required for the production of a Follow-On Training program. The script is simply a composite of the descriptions for each slide. Write the script as though you were talking to the viewers face-to-face, not as though they were to read it. You are scripting, not writing a paper. For example, you would never say "the above items" since they cannot refer to material on a previous slide. Use words and phrases that are commonly used in conversation. Don't make the students look up words in the dictionary. Use active English and avoid passive verbs. For a review of active and passive verbs as well as the need for proper communication, see

1. Air Force Pamphlet 13-2, Guide for Air Force Writing, 1973.

2. Air University, The Tongue and Quill, Maxwell AFB, AL, Aug 1977.

Copies of The Tongue and Quill may be ordered from ECI/EDS, Maxwell AFB, AL 36112.

Avoid long narrations for each slide. Use several slides to break up the hypnotic effect of gazing at one visual aid. For example, if you want to highlight various aspects of a diagram, change the highlighted item with slide changes and redirect the viewer's attention at the same time. If a program is longer than 20 minutes, consider making two programs. Viewers will lose interest after about 20 minutes. Also, try to limit it to 80 slides. The constraint here is the size of the slide trays available to many units.

Write as general as possible. For example, say "AWS guidance on probability forecast ..." rather than "AWSP 105-51, Probability Forecasting, A Guide for Forecasters and Staff Weather Officers, guidance ...". Don't set yourself up for obsolescence. Hedge against change.

Do not use "This slide shows ...". Instead describe the point being made. The label will show what the slide is.

Avoid excessive use of personal pronouns, and don't try to dazzle the audience. You will lose them.

Establish cause and effect. Explain why something is important. Just don't say "The mountains are an important feature in this area" and go on to the next point. Give some meat to the program and give the reason for importance. Remember, the primary audience is a forecaster just out of school. Don't get too advanced and assume the viewer can see the "intuitively obvious."

If a group of letters are to be spoken individually, they should be separated by hyphen, e.g., A-W-S, N-W-S, or N-M-C. If a group of letters is to be said like a word, it should be typed like a word such as SAC, TAC, or PACAF. For acronyms, provide a phonetic guide.

Do not use abbreviations. Write 500 millibars, 300 feet, etc. When using numbers, the following rules apply: one through ten are spelled out; 11 through 999 are typed in figures, except when used as the first word of a sentence. One thousand and above should be written the way the writer wants the narrator to speak them. Some examples are: One, 49, five-nine, ten-thousand-999, 19-73, nearly one-and-a-half million.

The final script should be double-spaced with the left margin centered on the page (Fig 3). A paragraph should begin and end on the same page. This may result in leaving considerable blank space at the bottom, but will eliminate the possibility of paper rustling in the background or the narrator losing the proper pacing when changing pages. A word should not be hyphenated between lines. If it won't fit on one line, type it on the next.

Slide #32 Script critique	During the review process, the script is thoroughly scrutinized. The script critique involves looking for overall completeness, technical accuracy, agreement with the slide, awkward sentence structure, and proper use of words. ADVANCE
Slide #33 What prompts a script to be returned.	A script will be returned to the originator if an extensive rewrite is needed, if it is incomplete, or if it is poorly organized. Minor editorial script changes will be made by the headquarters' approving agency. You might say we are looking for completed staff work. ADVANCE
Slide #34 Slide critique	The slides also receive a fine-tooth review. Misspelled words, missing elements, technical inaccuracies, reference to wing publications, and dull or boring display have caused many a slide to be sent back to graphics. ADVANCE

Fig 3. Sample script format

During the final review, look for:

1. Completeness.
2. Technical accuracy.
3. Agreement with slide.
4. Proper use of words, e.g., noun/verb agreement, parallel structure, etc.
5. Overall subject covered with respect to objective and audience level.
6. Awkward sentence structure.
7. Organization/logical sequence.
8. Redundancy.

Some additional suggestions are to: (a) use a dialogue between two individuals, (b) use real situations; they are more meaningful, and (c) incorporate a feedback mechanism such as a short quiz. This gets the student more involved with the program and promotes mental stimulation.

APPENDIX A

The following slide format and sequence are set forth to standardize the appearance of the AWS Follow-On Training slide/tape programs. The first three slides and the last two slides of each program will conform to these standards. Fig A-4 is given as a point of departure. Each program lends itself to some unique design. The important point is to make the slide interesting and supportive of the point being made. Remember, if you are referring to a specific point on a multipoint slide, make that single point obvious so the student will not wander from the objective.

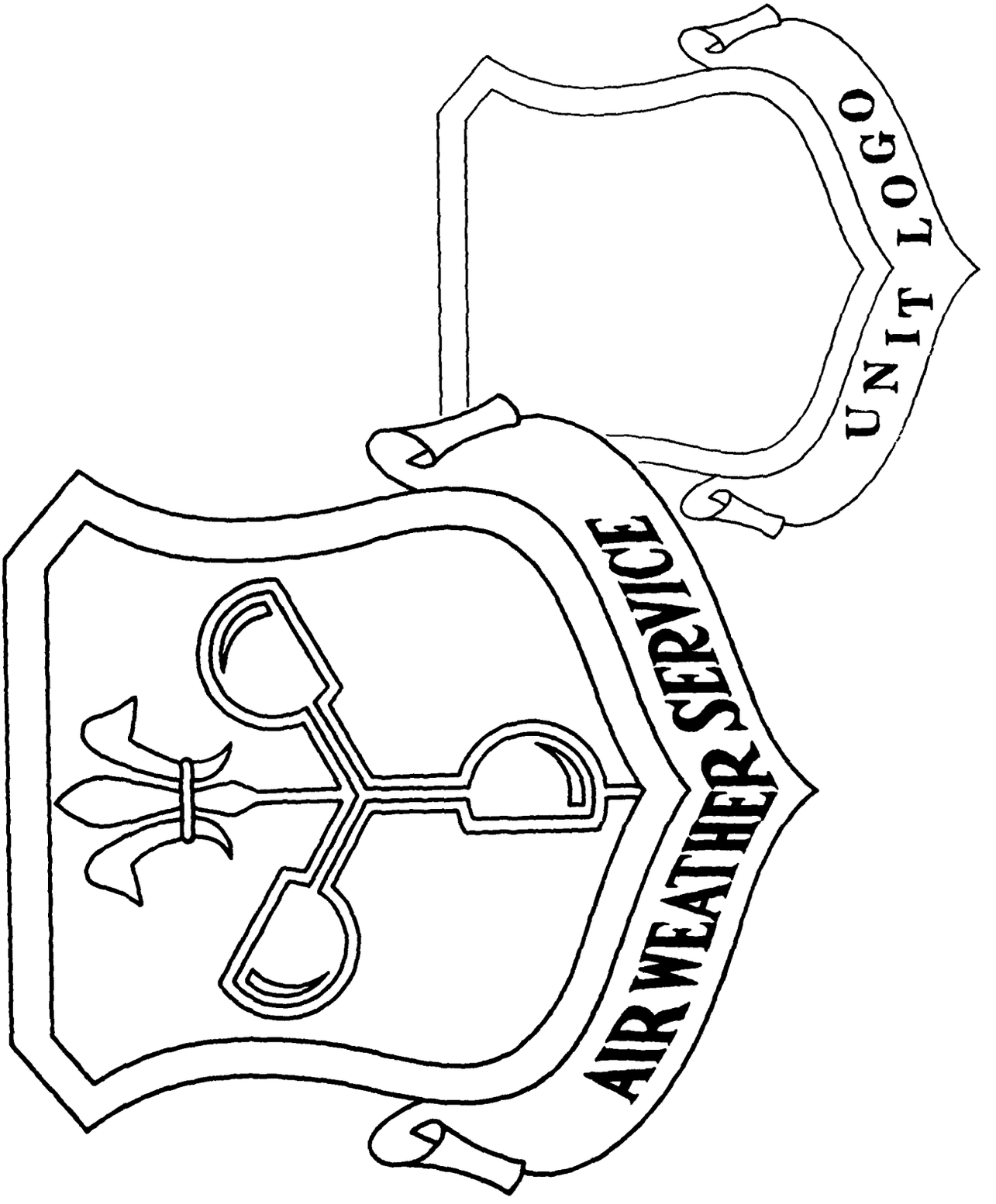

Fig A-1. Slide 1

SLIDE/TAPE PREPARATION GUIDE

Fig A-2. Slide 2. Title slide with blank header

Fig A-3. Slide 3. Overview slide. May be used again with proper highlighting in the seminar when transitioning from key points.

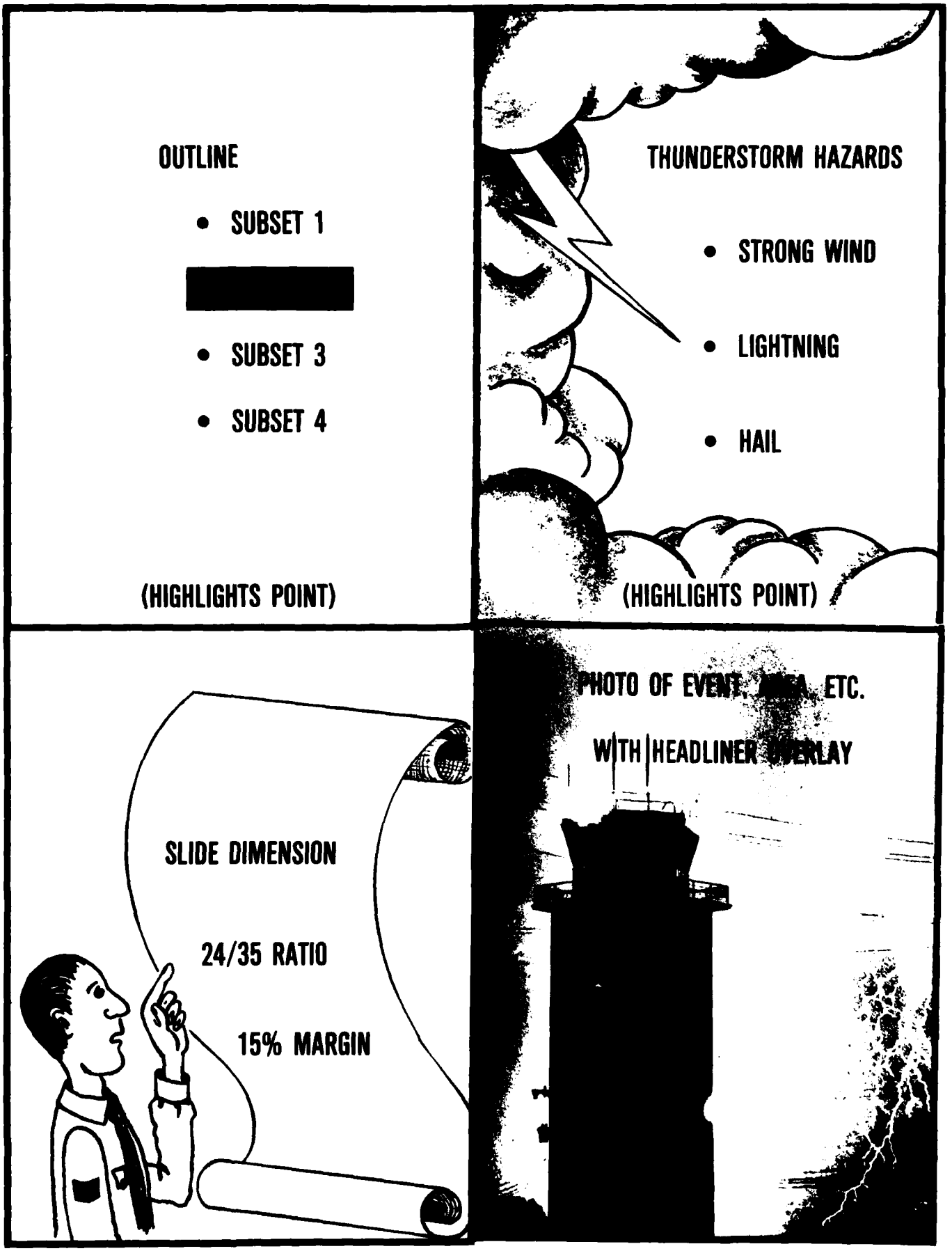

Fig A-4. Examples of different ways to highlight headliner and/or to make the slide more interesting.

SUMMARY

RECAPITULATE SALIENT POINTS

INSURE ADEQUATE SLIDE MARGIN

BE CONSISTENT WITH DESIGN

Fig A-5. Slide N-1

THE END

Fig A-6. Slide N. Last slide with blank header